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ABSTRACT

Mitchell High has been operating under a modular scheduling system for two years. Earlier studies have measured student and faculty opinion. This study was designed to sample parent opinion. Four hundred parents, constituting a 20% random sampling of the 2,000 students enrolled in grades 10-12, were mailed questionnaires in May 1969. Responses were received from 328 parents for an 82% return. The 25-item questionnaire measured attitudes toward large-group instruction, small-group instruction, independent study time, and general attitudes toward the Mitchell program. Parents expressed positive feelings toward all aspects of the program, with small-group instruction being rated the highest followed by large-group instruction. General attitudes and opinions on independent study time tied for third place rank. Parents of college-bound students favored the program more than parents of students headed for a job, vocational training, or the armed forces. For the total sample, 72% believed modular scheduling should be continued, 22% wished it would be discontinued, and 6% were uncertain. (Author)

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SURVEY OF PARENT OPINIONS ON MODULAR SCHEDULING AT GENERAL WILLIAM MITCHELL HIGH SCHOOL

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

General William Mitchell High School has been operating under a modular scheduling system for two years. Earlier studies have measured student and faculty opinion. This study was designed to sample parent opinion.

A. Sampling

A 20% random sampling of the parents of the 1,972 Mitchell High School students enrolled in grades 10 - 12 was chosen for the study. Four hundred questionnaires were mailed directly to the parents with a self-addressed, stamped envelope included, and a cover letter (Appendix A) from Mr. Thomas B. Doherty, Superintendent. Follow-up postcards were mailed to all in the sample one week after the original mailing of the questonnaires.

Responses were received from 328 parents. Table I shows the return by classes.

TABLE I

PARENT SAMPLING GROUP BY CLASSES

Class	Parents of Males			Parents of Females			Total		
	Sent	Rec'd	%	Sent	Rec'd	%	Sent	Rec'd	%
Soph.	76	71	93	84	83	99	160	154	96
Jr.	68	41	60	67	53	79	135	94	70
Sr.	50	45	90	55	35	64	105	80	76
Total	194	157	81	206	171	83	400	328	82

The parents of sophomores had the highest percentage of return. The number of senior parents who responded was surprising since the questionnaire was mailed in May when seniors are busy with preparations for graduation.

The 82% return suggests a high desire on the part of parents to be allowed to express their opinions on the school program. One hundred fifty-nine parents or 48% added comments or letters to the questionnaire. Twenty-nine parents signed their names although the questionnaire was designed to be returned anonymously. It is also quite probable that Mr. Doherty's cover letter added stature to this study and prompted a high degree of parental cooperation.

B. Description and Scoring of Questionnaire

Each of the first fifteen statements in the twenty-five item questionnaire was keyed "agree" or "disagree" according to how the statement related to the objectives of the modular scheduling system. For example, question 7 "In small groups, my son/daughter is able to receive more individual attention from the teacher than he/she would in a traditional class of 30 students" was keyed as follows:

Agree = 3 points
Uncertain = 2 points
Disagree = 1 point

On the other hand, question 11 "I think my son/daughter wastes too much time when he/she has independent study time" was stated in a negative manner in relation to the objectives of modular scheduling and was keyed:

Agree = 1 point
Uncertain = 2 points
Disagree = 3 points

In every case, the response (Agree or Disagree) which related most positively to the educational objectives of the modular scheduling program was given the highest value. In this way, each statement could be compared to any other statement for degree of positive response.

Questions 16 and 18 - 24 were multiple choice responses with a key on a 3-point scale. Scoring was as follows:

1. Highest degree of positive response = 3 points
2. Low degree of positive response or uncertain = 2 points
3. Negative response = 1 point

Questions 17 and 25 were information-producing questions with no key and were not included in the total means.

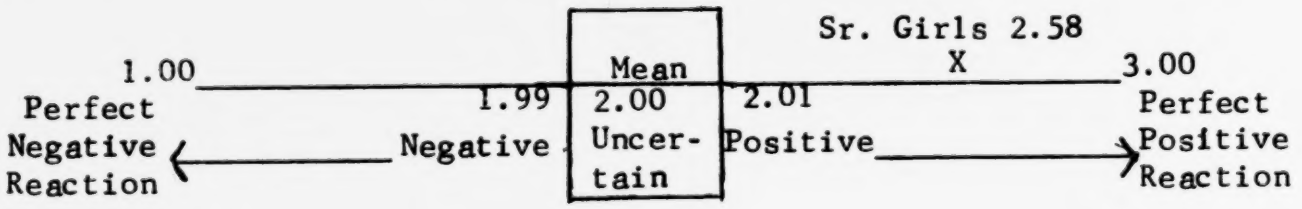
The questionnaire was divided into four sections: opinions towards large group instruction, opinions towards small group instruction, opinion towards independent study, and general attitudes. For each section, averages or means were computed according to the scoring key. For example, questions six to ten concerned attitudes towards small group instruction. Thirty-five parents of Senior Girls responded as follows for these five questions:

Agree with Key (3)	Uncertain (2)	Disagree with Key (1)	N = 35 X 5 questions
123	30	22	175

The weighted mean was arrived at by: $(123 \times 3) + (30 \times 2) + (22 \times 1) \div N$

$369 + 60 + 22 = 451 \div 175 = 2.58$

A mean of 2.58 indicated that parents of Senior girls were highly in agreement with the key. In interpreting the tables of means, the reader should consider a mean value of 2.01 or higher as a positive opinion and a mean value of 1.99 or under as a negative opinion.



I. GENERAL FINDINGS

Means for each section of the questionnaire by sex and grade level of student are found in Table II.

TABLE II

MEANS OF TOTAL QUESTIONNAIRE DATA FOR 328 PARENT RESPONSES BY SECTION, SEX, AND GRADE

	Sophomore			Junior			Senior			Total			Total Rank
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
	N=71	N=83	N=154	N=41	N=53	N=94	N=45	N=35	N=80	N=157	N=171	N=328	
I. Large Group Instruction (Items 1-5)	2.44	2.63	2.54	2.52	2.60	2.56	2.50	2.65	2.57	2.48	2.62	2.55	2
II. Small Group Instruction (Items 6-10)	2.52	2.63	2.58	2.60	2.58	2.59	2.62	2.58	2.60	2.57	2.60	2.59	1
III. Independent Study Time (Items 11=15)	2.27	2.36	2.32	2.46	2.38	2.42	2.30	2.43	2.36	2.33	2.38	2.36	3.5
IV. General Attitude (Items 16 and 18-24)	2.27	2.38	2.34	2.39	2.45	2.42	2.26	2.49	2.33	2.30	2.42	2.36	3.5
Total Questionnaire	2.36	2.48	2.43	2.48	2.50	2.49	2.40	2.53	2.46	2.40	2.50	2.45	---

Since all means are above 2.01, responses show generally favorable attitudes towards the Mitchell program. Parents of female students have slightly more positive opinions than parents of male students. Since females in general tend to get higher grades and adjust better to any high school program due to increased maturity when compared to their male counterparts, the findings of this study are to be expected. The most positive responses for the total group were found in the areas of small and large group instruction. This finding is not surprising since these aspects of a modular scheduling system are structured and more in keeping with parents' ideas of what school should be like. It is interesting to note that parents of females indicated

that there is an increase in ability to handle independent study time and an increase in generally positive attitudes from sophomore to junior to senior years. Parents of males indicated a definite increase in these two areas from the sophomore to junior year with a lapse at the senior year. One might conclude that senior boys by May of their senior year experience a decrease in motivation to achieve, as well as a more indifferent attitude towards school.

The percent of parents agreeing with the correct key (indicating the maximum positive reaction to the program) are found in Table III.

TABLE III

PERCENT OF PARENTS RESPONDING IN EACH CATEGORY FOR THE TOTAL QUESTIONNAIRE

Class	N	Sex	Agree With Key	Uncertain	Disagree With Key
Sophomore	71	Male	58%	20%	22%
	83	Female	66%	18%	16%
	154	Total	62%	19%	19%
Junior	41	Male	64%	20%	16%
	53	Female	63%	20%	17%
	94	Total	63%	20%	17%
Senior	45	Male	60%	20%	20%
	35	Female	68%	18%	14%
	80	Total	63%	19%	18%
Total	157	Male	60%	20%	20%
	171	Female	65%	19%	16%
	328	Total	63%	19%	18%

Table III shows that 63% of the parents see the modular scheduling program as achieving the desired educational objectives, 19% are ambivalent or do not know enough about the program to answer the questions and 18% see modular scheduling as falling short in meeting desired educational objectives.

There was an item on the questionnaire which asked for identification of the student's plans after high school. The choices given were : A. To enter the world of work; B. To enter vocational or technical training; C. To enter college; D. To enter the Armed Forces. Table IV shows the distribution of the parent sample by these categories.

TABLE IV

DISTRIBUTION OF PARENT SAMPLE BY STUDENTS' PLANS AFTER HIGH SCHOOL

Number and % of Sample		World of Work		Vocational		College		Armed Forces	
		N	%	N	%	N	%	N	%
	Male	16	-10	18	- 11	105	-68	18	- 11
	Female	39	-22	31	- 18	101	-60	0	- 0
	Total	55	-16	49	- 15	206	-63	18	- 6

As can be seen above, almost two-thirds of the students intend to go on to college. Table V shows the parental response to total key agreement by the categories of what their students' plans after high school were.

TABLE V

PARENT RESPONSES TO TOTAL KEY AGREEMENT BY STUDENTS' PLANS AFTER HIGH SCHOOL

Total Sample %			% World of Work	% Vocational	% College	% Armed Forces
Agree with Key	M	60	36	46	66	59
	F	65	55	60	79	0
	Tot.	63	49	55	69	--
Uncer-tain	M	20	30	21	19	19
	F	19	23	20	17	0
	Tot.	19	24	20	18	--
Dis-agree with Key	M	20	34	33	15	22
	F	16	25	20	12	0
	Tot.	18	26	25	13	--

Parents of college-bound students favor the modular scheduling more than any other group. They are also the largest number (N = 206) which affects the total percent.

II. SPECIFIC FINDINGS

The questionnaire contained statements of questions on large and small group instruction, independent study time, and general attitude towards school. Tables VI through XI show the weighted means and percent of parents responding in each category for specific questions.

A. LARGE GROUP INSTRUCTION--The first five questions were designed to measure parental attitudes towards large group instruction. Tables VI and VII show the results of the data analysis.

TABLE VI

PARENT RESPONSES FOR SECTION I--LARGE GROUP INSTRUCTION

Section I: Modular scheduling contains certain portions of each subject devoted to large group instruction. Please react to each statement by checking the box, Agree, Uncertain or Disagree.	Key	Weighted Means							
		Male Soph.	Male Jr.	Male Sr.	Female Soph.	Female Jr.	Female Sr.	Total Mean	Total Rank
		N=71	N=41	N=45	N=83	N=53	N=35	N=328	
1. Large group instruction enables a team of teachers to cooperate in the total education of my son/daughter.	A	2.38	2.63	2.42	2.63	2.49	2.77	2.54	4
2. Large group instruction enables each teacher to present a particular area of instruction in which he is an expert.	A	2.49	2.54	2.62	2.83	2.55	2.77	2.64	3
3. Large group instruction allows for a greater variety of instructional media (films, slides, etc.) to be presented.	A	2.70	2.83	2.78	2.89	2.85	2.86	2.83	1
4. Large group instruction allows opportunities for community leaders to be invited to speak on a particular topic.	A	2.77	2.85	2.80	2.82	2.87	2.94	2.82	2
5. Large group instruction is usually boring to my son/daughter.	D	1.83	1.73	1.87	1.96	2.23	1.91	1.93	5

Very few differences in weighted means are found among the three classes. Parents of females tend to be more positive in their responses than parents of males. The total group gives the highest advantages to variety of instructional media, opportunities to hear community leaders, expertise of teacher being utilized in large group lectures, and teachers' cooperating in the total education of the students. Low means are given to question 5. Parents show a negative reaction to large group instruction, indicating that presentations are often boring.

TABLE VII

PERCENT OF PARENT RESPONSES FOR SECTION I--LARGE GROUP INSTRUCTION

Section I: Modular scheduling contains certain portions of each subject devoted to large group instruction. Please react to each statement by checking the box, Agree, Uncertain or Disagree.	Group	% AGREE	% UNCERTAIN	% DISAGREE
1. Large group instruction enables a team of teachers to cooperate in the total education of my son/daughter. (The most positive attitudes are found among parents of all females and junior males.)	Soph. Males	56	26	18
	Jr. Males	73	17	10
	Sr. Males	58	27	15
	Soph.Females	72	18	10
	Jr. Females	70	9	21
	Sr. Females	83	11	6
	Total	68	19	13
2. Large group instruction enables each teacher to present a particular area of instruction in which he is an expert. (Parents of senior males have less positive attitudes than the other groups.)	Soph.Males	66	17	17
	Jr. Males	71	12	17
	Sr. Males	58	27	15
	Soph.Females	87	9	4
	Jr. Females	66	23	11
	Sr. Females	80	17	3
	Total	75	15	10
3. Large group instruction allows for a greater variety of instructional media (films, slides, etc.) to be presented. (All groups are highly positive.)	Soph. Males	82	7	11
	Jr. Males	88	7	5
	Sr. Males	73	15	12
	Soph.Females	92	4	4
	Jr. Females	90	4	6
	Sr. Females	94	6	0
	Total	89	5	6

TABLE VII (CONTINUED)

	Group	% AGREE	% UNCERTAIN	% DISAGREE
4. Large group instruction allows opportunities for community leaders to be invited to speak on a particular topic. (All groups are highly positive)	Soph. Males	85	8	7
	Jr. Males	88	10	2
	Sr. Males	88	0	12
	Soph. Females	88	6	6
	Jr. Females	89	9	2
	Sr. Females	86	14	0
	Total	87	9	4
5. Large group instruction is usually boring to my son/daughter. (All groups are negative, with the exception of parents of junior females.)	Soph. Males	44	30	27
	Jr. Males	53	20	27
	Sr. Males	40	33	27
	Soph. Females	41	21	37
	Jr. Females	25	28	47
	Sr. Females	40	29	31
	Total	40	27	33

Parents have generally positive attitudes towards large group instruction with the exception of the fact that large group presentations are quite often perceived by parents as being boring to students.

B. SMALL GROUP INSTRUCTION--Questions 6 through 10 measured parental attitudes towards small group instruction. Tables VIII and IX show the results of the data analysis.

TABLE VIII

PARENT RESPONSES FOR SECTION II--SMALL GROUP INSTRUCTION

Section II: Small group instruction at Mitchell High School is also an important ingredient in modular scheduling. Please respond to each statement by Agree, Uncertain, or Disagree.	Key	Weighted Means							
		Male Soph.	Male Jr.	Male Sr.	Female Soph.	Female Jr.	Female Sr.	Total	
								Mean	Rank
		N=71	N=41	N=45	N=83	N=53	N=35	N=328	
6. In small groups, my son/daughter participates in discussions.	A	2.65	280	2.69	2.67	2.70	2.60	2.68	2
7. In small groups, my son/daughter is able to receive more individual attention from the teacher than he/she would in a traditional class of 30 students.	A	2.65	2.68	2.84	2.82	2.74	2.63	2.70	1
8. My son/daughter appears to know his small group teachers less well than he/she knew his teachers when he/she was under a traditional schedule.	D	2.35	2.34	2.40	2.42	2.40	2.49	2.40	5
9. In general, my son/daughter dislikes his/her small group classes.	D	2.61	2.71	2.51	2.66	2.74	2.74	2.66	3
10. My son/daughter appears to know the students in his/her group classes quite well.	A	2.38	2.44	2.64	2.57	2.34	2.43	2.47	4

Weighted means for questions on small group instruction are generally high, indicating positive parental reaction to this phase of the Mitchell program. There are very little differences found between sexes and grades. Parents consider the advantages of small group instruction to be individual attention from teachers, opportunity to participate in discussions, and student satisfaction with small group classes. Parents were less positive towards opportunities for their student to know his teacher and to know the other students in his class.

TABLE IX

PERCENT OF PARENT RESPONSES FOR SECTION II--SMALL GROUP INSTRUCTION

Section II: Small group instruction at Mitchell High School is also an important ingredient in modular scheduling. Please respond to each statement by Agree, Uncertain, or Disagree.	Group	% AGREE	% UNCERTAIN	% DISAGREE
6. In small groups, my son/daughter participates in discussions. (All groups are highly positive.)	Soph. Males	74	19	7
	Jr. Males	83	15	2
	Sr. Males	77	14	9
	Soph. Females	73	20	7
	Jr. Females	77	15	8
	Sr. Females	74	11	14
	Total	76	17	7
7. In small groups, my son/daughter is able to receive more individual attention from the teacher than he/she would in a traditional class of 30 students. (All groups are highly positive.)	Soph. Males	76	11	12
	Jr. Males	76	17	7
	Sr. Males	89	7	5
	Soph. Females	86	10	4
	Jr. Females	83	8	9
	Sr. Females	74	14	11
	Total	81	11	8
8. My son/daughter appears to know his small group teachers less well than he/she knew his teachers when he/she was under a traditional schedule. (Females are higher than males, but all groups are positive.)	Soph. Males	23	19	58
	Jr. Males	24	17	59
	Sr. Males	16	30	55
	Soph. Females	22	14	64
	Jr. Females	21	19	60
	Sr. Females	17	17	66
	Total	21	19	60
9. In general, my son/daughter dislikes his/her small group classes. (All groups are highly positive towards small group instruction since they disagreed with the negative statement.)	Soph. Males	16	11	73
	Jr. Males	7	14	78
	Sr. Males	14	23	64
	Soph. Females	12	10	78
	Jr. Females	8	11	81
	Sr. Females	7	10	83
	Total	10	14	76
10. My son/daughter appears to know the students in his/her small group classes quite well. (All groups are positive.)	Soph. Males	56	26	18
	Jr. Males	61	22	17
	Sr. Males	75	14	11
	Soph. Females	70	17	13
	Jr. Females	58	17	25
	Sr. Females	54	35	11
	Total	62	20	18

The questions on small group instruction show the highest positive attitudes of any section of the questionnaire. Parents are quite appreciative of the opportunity this aspect of modular scheduling presents to their students. There was some concern expressed about the opportunity for students to know teachers and other students well under a modular system.

C. INDEPENDENT STUDY--Questions 11 - 15 were devoted to the parental attitudes towards independent study or unstructured time. Tables X and XI show the results of the data analysis.

TABLE X

PARENT RESPONSES FOR SECTION III--INDEPENDENT STUDY

Section III: Independent study time at Mitchell High School is provided for each student on the modular scheduling system. Please react to each statement by Agree, Uncertain, or Disagree.	Key	Weighted Means							
		Male Soph. N=71	Male Jr. N=41	Male Sr. N=45	Female Soph. N=83	Female Jr. N-53	Female Sr. N=35	Total Mean N=328	Rank
11. I think that my son/daughter wastes too much time when he/she has independent study time.	D	1.79	2.10	2.07	2.17	2.23	2.20	2.08	5
12. My son/daughter completes much of his/her assigned work in resource centers.	A	2.31	2.49	2.34	2.54	2.68	2.66	2.49	1
13. My son/daughter is able to get help from a teacher or librarian in a resource center or in an open laboratory when he/she needs it.	A	2.54	2.56	2.32	2.41	2.28	2.43	2.42	3
14. My son/daughter sometimes uses his/her study time for UNASSIGNED activities (those classes in which he/she is not enrolled such as a swim in the pool, a visit to the gym, or to an open laboratory such as art, shop, etc.)	A	2.46	2.61	2.45	2.17	2.32	2.23	2.35	4
15. I think the study habits my son/daughter develops under modular scheduling will help him/her in the future.	A	2.20	2.56	2.18	2.51	2.42	2.77	2.43	2

Being able to complete assigned work in resource center, developing study habits for the future, and being able to get help from a teacher were the most advantageous aspects of independent study time according to the parents. Boys tended to spend more free time than girls for unassigned activities. Boys were also cited by parents as "wasting time" more often than girls. Sophomore boys, in particular, are perceived as wasteful of time, as evidenced by the low mean of 1.79.

TABLE XI

PERCENT OF PARENT RESPONSES TO SECTION III--INDEPENDENT STUDY TIME

Section III: Independent study time at Mitchell High School is provided for each student on the modular scheduling system. Please react to each statement by Agree, Uncertain, or Disagree.	Group	% AGREE	% UNCERTAIN	% DISAGREE
11. I think that my son/daughter wastes too much time when he/she has independent study time. (Girls adjust better than boys to wise use of independent study time. Junior boys do better than sophomore or senior boys.)	Soph. Male	55	11	34
	Jr. Male	37	17	46
	Sr. Male	41	11	48
	Soph. Female	33	18	49
	Jr. Female	32	13	55
	Sr. Female	37	6	57
	Total	39	14	47
12. My son/daughter completes much of his/her assigned work in resource centers. (Increasing maturity is seen among girls from sophomore to senior years. Junior boys are better than sophomore or senior boys, although all groups are positive.)	Soph. Male	58	15	27
	Jr. Male	68	12	20
	Sr. Male	59	16	25
	Soph. Female	69	17	14
	Jr. Female	79	10	11
	Sr. Female	80	6	14
	Total	68	13	19
13. My son/daughter is able to get help from a teacher or librarian in a resource center or in an open laboratory when he/she needs it. (All groups have positive attitudes.)	Soph. Male	66	21	13
	Jr. Male	63	30	7
	Sr. Male	57	18	25
	Soph. Female	61	19	20
	Jr. Female	53	22	25
	Sr. Female	66	11	23
	Total	61	20	19
14. My son/daughter sometimes uses his/her independent study time for UNASSIGNED activities (those classes in which he/she is not enrolled such as a swim in the pool, a visit to the gym, or to an open laboratory such as art, shop, etc.) (All groups have positive attitudes with boys higher than girls.)	Soph. Male	68	11	21
	Jr. Male	71	19	10
	Sr. Male	66	14	20
	Soph. Female	52	13	35
	Jr. Female	55	23	22
	Sr. Female	60	3	37
	Total	61	16	23
15. I think that the study habits my son/daughter develops under modular scheduling will help him/her in the future. (Senior and sophomore males are considerably lower than the other groups and senior females are considerably higher.)	Soph. Male	52	20	28
	Jr. Male	66	24	10
	Sr. Male	50	23	27
	Soph. Females	65	22	13
	Jr. Females	60	21	19
	Sr. Females	86	6	9
	Total	65	18	17

The responses to the questions on independent study reflected some differences in sex of students and from class to class. The total for all questions showed a positive response, however.

D. General Questions--Questions 16 - 25 measured general attitudes towards the modular scheduling system. The following pages show weighted means and each question's response by percent of parents choosing each answer.

Question # 16 I feel that under a modular scheduling system my son/daughter is learning:	Key	% Male Soph. N=71	% Male Jr. N=41	% Male Sr. N=45	% Female Soph. N=83	% Female Jr. N=53	% Female Sr. N=35	% Total N=328
A. more than I expected	3	20	32	27	29	28	43	28
B. about the same as expected	2	45	34	38	40	44	40	41
C less than I expected	1	35	32	35	31	28	17	31
Weighted Mean		1.85	2.00	1.91	1.98	2.00	2.26	1.98

Very few differences are found by sex and class with the exception of senior females who are more positive than the other groups. Sixty-nine percent of the total group felt their students were learning more or the same as they expected.

Question 17 was designed to assess the reasons parents perceived for their student's grades. There were two questions--one for parents who had answered A or B (More than I expected or About the same as I expected) and one for parents who had answered C (Less than I expected). Since parents often checked several responses the total is higher than the number in each class.

Question # 17 If you answered A or B to question 16, please answer the following: I feel that the reason my son/daughter is learning the same or more than I expected is due to (check as many as apply):	Number in Sample						
	Male Soph. N=46	Male Jr. N=28	Male Sr. N=29	Female Soph. N=57	Female Jr. N=38	Female Sr. N=29	Total N=227
	Number Responding						
A. good teaching	13	16	9	22	12	8	80
B. son/daughter's own motivation	19	19	18	34	25	16	131
C. wide variety of courses available that interest my son/daughter	17	12	10	23	15	10	87
D. the modular scheduling system	22	19	15	35	18	17	126
E. other (please indicate)_____	6	2	1	1	2	0	12
Total	77	68	53	115	72	51	436

For those parents who felt their students were learning more or the same as expected, the reasons given were:

1. Son/daughter's own motivation (131 responses).
2. The modular scheduling system (126 responses).
3. Wide variety of courses available that interest the students (87 responses).
4. Good teaching (80 responses).
5. Other (12 responses): The most frequent response in this category was "all of the above", followed by "wide variety of materials available in resource centers."

Question # 17 If you answered C to question 16, please answer the following: I feel that the reason my son/daughter is learning less than I expected is due to (check as many as apply):	Number in Sample Male Soph. N=25	Male Jr. N=13	Male Sr. N=16	Female Soph. N=26	Female Jr. N=15	Female Sr. N= 6	Total N=101
	Number Responding						
A. poor teaching	3	4	1	11	4	1	24
B. son/daughter's lack of motivation	15	10	5	17	9	2	58
C. son/daughter's lack of interest in courses available	6	1	2	6	3	1	19
D. modular scheduling system	19	8	13	18	9	1	68
E. other (please indicate)_____	2	2	4	4	5	1	18
Total	45	25	25	56	30	6	187

The reasons given by parents who felt their students were learning less than expected were:

1. The modular scheduling system (68 responses).
2. Son/daughter's lack of motivation (58 responses).
3. Poor teaching (24 responses).
4. Son/daughter's lack of interest in courses available (19 responses).
5. Other (18 responses): For parents of males, a frequent answer was "Girls"; while for parents of females, a frequent answer was "Boys"; for the group, the most frequent responses were "immaturity" or "lack of responsibility."

Note: Although the questions were worded "learning more, same, less" the parents' comments indicated that most parents interpreted this question to mean "report card grades."

Question # 18 My son/daughter :	Key	% Male Soph. N=71	% Male Jr. N=41	% Male Sr. N=45	% Female Soph. N=83	% Female Jr. N=53	% Female Sr. N=35	% Total N=328
A. is very enthusiastic about modular scheduling.	4	54	56	56	58	60	66	58
B. is slightly enthusiastic towards modular scheduling.	3	14	24	23	24	26	14	21
C. does not care whether he has traditional or modular scheduling.	2	9	5	13	11	10	12	10
D. dislikes modular scheduling.	1	23	15	8	7	4	9	11
Weighted Means		2.87	3.22	3.24	3.33	3.43	3.37	3.23
* Adjusted Weighted Means		2.45	2.66	2.69	2.75	2.83	2.71	2.68

*(Combined A and B as a three point weight, for total in Section IV)

The overwhelming majority of responses (79%) were found in A and B which favored modular scheduling. Sophomore males had the highest percentage of students (23%) who disliked modular scheduling.

Question # 19 My son/daughter:	Key	% Male Soph. N=71	% Male Jr. N=41	% Male Sr. N=45	% Female Soph. N=83	% Female Jr. N=53	% Female Sr. N=35	% Total N=328
A. takes an active interest in student activities by attending or participating in these activities (clubs, assemblies, athletic events, dences, etc.)	3	32	46	35	42	43	34	39
B. takes some interest in student activities	2	42	27	44	30	30	32	36
C. takes little or no interest in student activities	1	26	27	21	18	27	34	25
Weighted Mean		2.07	2.20	2.16	2.20	2.17	2.00	2.14

Very few differences were found among classes or by sex. Twenty-five percent of those responding indicated that their student took little or no interest in student activities.

Question # 20 I feel that modular scheduling is effective in preparing the student for the world of work after graduation.	Key	% Male Soph. N=71	% Male Jr. N=41	% Male Sr. N=45	% Female Soph. N=83	% Female Jr. N=53	% Female Sr. N=35	% Total N=328	% Response of parents in World of Work N=55
A. Yes	3	54	56	56	61	55	49	56	38
B. No	1	24	12	35	13	26	11	20	22
C. No opinion	2	22	32	9	25	19	40	24	40
Weighted Means		2.30	2.44	2.20	2.48	2.36	2.37	2.37	2.16

The perceptions of the total parent group are more positive than the perceptions of the parent group whose students will enter the world of work after graduation.

Question # 21 I feel that modular scheduling is effective in preparing the student for further vocational or technical training after high school.	Key	% Male Soph. N=71	% Male Jr. N=41	% Male Sr. N=45	% Female Soph. N=83	% Female Jr. N=53	% Female Sr. N=35	% Total N=328	% Response of parents in Vocation. N=49
A. Yes	3	51	59	49	60	58	74	58	51
B. No	1	25	7	26	14	23	9	18	30
C. No opinion	2	24	34	27	25	19	18	24	19
Weighted Means		2.25	2.51	2.18	2.45	2.40	2.66	2.39	2.33

The total group was closer in agreement to parents whose students will enter vocational training than in question # 20. One would expect the total group to have a higher percent of responses in C (no opinion) than the parents of the particular group, but this did not occur in question # 21.

Question # 22 I feel that modular scheduling is effective in preparing the student for college.	Key	% Male Soph. N=71	% Male Jr. N=41	% Male Sr. N=45	% Female Soph. N=83	% Female Jr. N=53	% Female Sr. N=35	% Total N=328	% Response of parents in College. N=206
A. Yes	3	80	80	69	77	79	94	79	83
B. No	1	7	5	18	8	15	0	9	6
C. No opinion	2	13	15	13	15	6	6	12	11
Weighted Means		2.73	2.66	2.51	2.69	2.74	2.94	2.72	2.70

All groups were highly positive concerning the effectiveness of modular scheduling in preparing the student for college. The opinions of the total group were consistent with the opinions of parents whose students are college bound. For females, the weighted mean increased from sophomore to senior year. This finding is consistent with the rest of the questionnaire results which show a progressive increase in positive reactions of parents of female students from sophomore to senior year. For parents of males, the general pattern of questionnaire results has been for junior males to be the most positive. In question 22, parents of sophomore males showed the most positive reaction with a progressive decrease from sophomore to senior year. All parents were highly positive, however, with weighted means ranging from 2.51 to 2.94.

Questions 20 - 22 were particularly directed at the category of students' plans after completion of high school. Table XII summarizes the results of these three questions.

TABLE XII

PARENT RESPONSES TO QUESTIONS # 20-22 BY STUDENTS' PLANS AFTER HIGH SCHOOL

Questions 20 - 22 I feel that modular scheduling is effective in preparing the student for:	% of Parents in Category Responding		
	#20 World of Work N = 55	#21 Vocational N = 49	#22 College N = 206
Yes	38	51	83
No	22	30	6
Uncertain	40	19	11
Weighted Mean	2.16	2.33	2.72

Parents' perceptions are that modular scheduling is most beneficial to the college-bound youth. Two interpretations are possible:

1. This perception is a true picture of parent opinion.
2. Parents of college-bound youth understand the program to a higher degree. It would appear that there is less uncertainty (11%) among the parents of college-bound youth than among the parents of students who will enter the world of work (40%) or enter vocational training (19%).

Question # 23 In some classes, teachers do not use one textbook all semester. Students are expected to use different texts available in resource centers. This approach has caused:	Key	% Male Soph. N=71	% Male Jr. N=41	% Male Sr. N=45	% Female Soph. N=83	% Female Jr. N=53	% Female Sr. N-35	% Total N=328
A. no problems for my son/daughter	3	35	31	40	33	21	26	31
B. occasional problems for my son/daughter	2	45	54	45	47	62	63	51
C. many problems for my son/daughter	1	20	15	15	20	17	11	18
Weighted Means		2.16	2.17	2.20	1.65	2.04	2.14	2.02

There were few differences between classes except for sophomore females who were lower than the other groups. The two areas which were repeatedly singled out by parents' comments were Social Science and English. Parents generally approved of the idea of using multiple sources but stated more materials were needed in these two areas. This finding is interesting since students who cannot find the reference they need are asked to fill out the following form:

General William Mitchell High School
Joseph L. Watson, Principal

Shortage of Materials in Resource Centers

To be completed by student:

1. Name of Resource Center _____
2. Name of item _____
3. Assignment _____
4. Date and Mod _____ Date assignment due _____
5. Name of your instructor _____

_____
Signature of student

To be completed by para-professional:

Total number of the above item in the Resource Center _____

Check above "Date assignment due". _____

Date above assignment was made _____

Reason for shortage _____

_____
Signature of para-professional

To be completed by Department Chairman:

Should more of the above item be ordered?

_____

_____
Signature of Department Chairman

Mr. Joseph Watson, principal of Mitchell High School, had these completed forms on file for the school year 1968-69. There was one set of forms for the English Resource Center on a particular novel for a particular day. Since the English Resource Center cannot accommodate all materials stored on open shelves all year, the shelves contain the current assignments. One hundred copies of the novel requested by the students were in storage and were put on the open shelves the next day in plenty of time for the due date of the assignment to be completed which was a week away. Another set was for a biology text which was also stored and copies were put on the Science Resource Center shelves within an hour. There were a few isolated cases of forms completed for Social Science. It would appear that students use non-availability of books as an excuse to parents for not completing assignments.

Question # 24 I would like to see modular scheduling at Mitchell High School:	Sophomore			Junior			Senior			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	N=71	N=83	N=154	N=41	N=53	N=94	N=45	N=35	N=80	N=157	N=171	N=328
A. Continued	66%	81%	74%	71%	74%	72%	58%	83%	69%	65%	79%	72%
B. Discontinued	28%	17%	22%	22%	19%	20%	35%	11%	25%	29%	16%	22%
C. Uncertain	6%	2%	4%	7%	7%	8%	7%	6%	6%	6%	5%	6%

Analyses of the data suggests a minority of 22% of the parents who feel the program should be discontinued. Seventy-eight percent either endorse the program or are uncertain. It would appear that most girls adapt to the program very well. The problem areas arise in two groups:

1. Senior males where 35% of the parents wished the program would be discontinued. This finding raises two hypothetical questions:

   A. The senior males had one year of traditional scheduling before the modular system was initiated. Were these males too set in their ways to adapt to the responsibility of the modular system?

   B. Did the timing of the questionnaire so late in the year affect the senior results? In other words, are senior males at any high school inclined to quit studying by the time the month of May arrives?

2. Sophomore males where 28% of the parents wished the program would be discontinued. Many parents who marked discontinue commented that their sons were too immature to handle this type of schedule. Several parents of junior males who were in favor of the modular scheduling system remarked, "If you had asked me me this when my son was a sophomore, I'd have said 'Discontinue,' but he has matured so much this year."

Responses to question #24 were analyzed by the categories of students' plans after completion of high school. Table XIII shows the result of the analysis.

TABLE XIII

PARENT RESPONSES TO QUESTION #24 BY STUDENT'S PLANS AFTER HIGH SCHOOL

Question #24 I would like to see modular scheduling at Mitchell High School:	% Total N=328	% World of Work N=55	% Vocational N=49	% College N=206	% Armed Forces N=18
A. Continued	72	57	57	81	72
B. Discontinued	22	32	27	14	28
C. Uncertain	6	11	16	5	0
Weighted Mean	2.66	2.45	2.31	2.76	2.72

Parents of college-bound students favor the modular scheduling more than any other group. They also constitute the largest number (N = 206) which affects the total percent. This finding is consistent with the results shown in questions 20 - 22 where parents of college-bound youth were more positive in their reactions to "I feel that modular scheduling is effective in preparing the student for.....World of Work, Vocational, College" than either of the other two categories.

Question #25 I have learned about modular scheduling from (check any or all that apply)	Number in Sample							
	Male Soph. N=71	Male Jr. N=41	Male Sr. N=45	Female Soph. N=83	Female Jr. N=53	Female Sr. N=35	Total N= 328	Rank
	Number Responding							
A. my Mitchell son/ daughter	63	39	45	78	48	33	306	1
B. PTA and/or school meetings	21	16	11	17	15	7	87	4
C.* summer orientation for parents	14	6	3	16	8	1	48	6
D. friends and neighbors	15	12	14	21	12	12	86	5
E. newspapers, TV, radio etc.	10	19	13	27	20	10	99	3
F. school personnel such as teachers, counselors, etc.	21	15	14	23	12	15	100	2
G. other (please indicate)_____	1	3	4	4	0	1	13	7
Total	145	110	104	186	115	79	739	

* Held in the summer of 1968 for parents of sophomores and new students.

The most frequent source of parent information about modular scheduling was, not surprisingly, their Mitchell son or daughter. School personnel and local media ranked next, followed by PTA or school meetings and friends and neighbors. Response C "summer orientation for parents" was higher in the sophomore classes since it was held for parents of sophomore and new students in the summer of 1968.

Some of the responses recorded in the "other" category were: Friends of my Mitchell son/daughter, college courses in education, visitor's orientation, phamphlets or educational magazines, church youth groups, literature

sent home from school, students' talking in business establishments, and graduates of Mitchell.

III. PARENT COMMENTS

One hundred fifty-nine parents or 48% of the parents commented about the program. Some wrote long letters covering many different topics while others wrote a brief sentence or two. Since reproducing all the comments would be superfluous, parental free responses were categorized into general themes. Several parents commented that they wanted to thank the administration for allowing parents to express their opinions on the questionnaire. The responses fell into four general areas: highly positive; positive with specific suggestions for improvement; ambivalent; and negative. A total of 235 responses evolved from the 159 letters.

A. Highly positive

1) Modular scheduling is great.....it is the only way for these times.....highly enthusiastic about this approach, etc. (23 responses)

2) Modular scheduling is most beneficial in preparing the student for college. (14 responses)

3) Independent study time promotes character, sense of responsibility, and independence. (13 responses)

4) Modular scheduling is superior to traditional scheduling. (8 responses)

5) Under modular scheduling, my son/daughter's motivation to succeed has improved greatly. (7 responses)

6) My son/daughter's grades have improved under modular scheduling. (6 responses)

7.5) My son/daughter has less homework because of being able to complete assignments in school, allowing him/her to have time for an after-school job and/or extra-curricular activities. (4 responses)

7.5) Modular scheduling is effective in preparing students for the responsibility of a job. (4 responses)

9) Modular scheduling offers a wider opportunity for a greater choice of courses and activities. (3 responses)

10.5) Large groups are very valuable. (2 responses)

10.5) Small groups are best of all. (2 responses)

12) Responses made by one parent only:

Improved teaching under modular system

Has visited Mitchell and was delighted at the working atmosphere of students in labs and resource centers

Modular system matches available educational resources to student's needs.

Appreciate the cooperation of teachers and staff

B. Positive but with specific suggestions for improvement

1) Need more books and materials in resource centers. (16 responses)

2) Continue the system but give more help to immature and poorer students. (15 responses)

3.5) Responses made by 3 parents

Need more home-school communication, especially if students are doing poorly.

Sophomores and juniors should have open campus as well as seniors.

More orientation is needed for parents of transfer students and students themselves--perhaps literature sent home would be helpful.

6) Tenth grade is the wrong time to begin modular scheduling.

Have it begin in elementary or junior high school. (2 responses)

Have it begin in grade eleven. (2 responses)

7) Responses made by one parent only:

Need a better system for make-up work when student is absent.

Use more media and outside speakers in large groups

More counselors are needed

Students should be allowed to check out books earlier in the day.

C. Ambivalent

1) Modular scheduling is very good for the highly motivated student but poor for the lowly motivated student. (18 responses)

2) Modular scheduling is no better or worse than traditional scheduling. (1 response)

D. Negative

1) Teenagers lack the maturity and motivation needed for such a system. Report grades have gone down. (23 responses)

2) There is too much free time. (12 responses)

3) Go back to the old traditional schedule and students won't have time to get into trouble. (6 responses)

5-11) Responses made by 3 parents:

Mitchell has too large a student population for such a system.

Teachers are not available or too busy to answer students' questions.

Student activities are controlled by a small group.

The system is too impersonal

Counselors are not helpful

Needs a lot of improvement

My son/daughter uses his independent study time poorly.

12.5) Teachers are lax about enforcing dress rules. (2 responses)

12.5) Teachers are poorly motivated. (2 responses)

13) Responses made by one parent only:

Don't want my child to get used to doing his own thing.

Large group is boring.

The lunchroom is messy.

Tests are not discussed with students.

Parents and taxpayers had no voice in establishing modular scheduling.

Have a structured school day for immature students.

There is a lack of teacher supervision in large groups.

My son uses his unstructured time for subjects he likes and ignores the work in subjects he doesn't like.

In summation, the parental free response comments distributed themselves as follows:

A. Highly positive (90 responses or 38%).

B. Positive, but with specific suggestions for improvement (48 responses or 21%).

C. Ambivalent (19 responses or 8%).

D. Negative (78 responses or 33%).

Total of 235 responses in 159 letters.

IV. SUMMARY AND CONCLUSIONS

Table XIV contains the questions in rank order of weighted means. Those questions with a weighted mean of 2.49 or higher are to be considered as highly positive assets of the program. Questions between 2.01 and 2.48 are considered positive and those falling below 2.00 are negative reactions to the objectives of the modular scheduling program. Since all questions except two (16 and 5) had means above 2.00 indicating a positive reaction, for purposes of this summary, questions with means below a value of 2.35 were considered areas where improvement would be desirable. This decision was made because of the natural break that occurred between rank 18 with a mean of 2.35 and rank 19 with a mean of 2.14.

TABLE XIV

SUMMARY OF WEIGHTED MEANS IN RANK ORDER

Rank	Weighted Mean	Question	Category
1.	2.83	3. Large group instruction allows for a greater variety of instructional media. (films, slides, etc.) to be presented.	Large group
2.	2.82	4. Large group instruction allows opportunities for community leaders to be invited to speak on a particular topic.	Large group
3.5	2.70	7. In small groups my son/daughter is able to receive more individual attention from the teacher than he/she would in a traditional class of 30 students.	Small group
3.5	2.70	22. I feel that modular scheduling is effective in preparing the student for college.	General
5.5	2.68	6. In small groups, my son/daughter participates in discussions.	Small group
5.5	2.68	18. My son/daughter is very enthusiastic about modular scheduling	General
7.5	2.66	9.* In general, my son/daughter dislikes his/her small group classes.	Small group
7.5	2.66	24. I would like to see modular scheduling continued at Mitchell High School.	General

* Keyed "Disagree"

TABLE XIV (CONTINUED)

Rank	Weighted Means	Questions	Category
9	2.64	2. Large group instruction enables each teacher to present a particular area of instruction in which he is an expert.	Large group
10	2.54	1. Large group instruction enables a team of teachers to cooperate in the total education of my son/daughter.	Large group
11.5	2.49	10. My own son/daughter appears to know the students in his/her group classes well.	Small group
11.5	2.49	12. My son/daughter completes much of his/her assigned work in resource centers.	Independent Study
13	2.43	15. I think that the study habits my son/daughter develops under modular scheduling will help him/her in the future.	Independent Study
14	2.42	13. My son/daughter is able to get help from a teacher or librarian in a resource center or in an open laboratory when he/she needs it.	Independent Study
15	2.40	* 8. My son/daughter appears to know his small group teachers less well than he/she knew his teachers when he/she was under a traditional schedule.	Small group
16	2.39	21. I feel that modular scheduling is effective in preparing the student for further vocational or technical training after school.	General
17	2.37	20. I feel that modular scheduling is effective in preparing the student for the world of work after graduation.	General
18	2.35	14. My son/daughter sometimes uses his/her independent study time for UNASSIGNED activities (those classes in which he/she is not enrolled such as a swim in the pool, a visit to the gym, or to an open laboratory such as art, shop,etc.)	Independent Study
19	2.14	19. My son/daughter takes an active interest in student activities by attending or participating in these activities (clubs, assemblies, athletic events, dances,etc.	General

*Keyed Disagree

TABLE XIV (CONTINUED)

Rank	Weighted Means	Questions	Category
20	2.08	11.* I think that my son/daughter wastes too much time when he/she has independent time.	Independent Study
21	2.02	23. In some classes, teachers do not use one textbook all semester. Students are expected to use different texts available in resource centers. This approach has caused no problems for my son/daughter.	General
22	1.98	16. I feel that under a modular scheduling system my son/daughter is learning more, about the same, or less than I expected.	General
23	1.93	5.* Large group instruction is usually boring to my son/daughter.	Large group

* Keyed Disagree

Table XIV shows the weighted means for each question in rank order according to the parent survey. The assets of a modular scheduling system are seen to be:

1. Large group--use of media, use of community leaders, allowing teachers to present material in which they ar expertise, and teacher cooperation in instruction through teaming.
2. Small group--individual attention from teachers, more opportunity for student discussion, students' enjoy small group classes, and students' getting to know other students better.
3. Independent study--opportunity to complete assigned work in recource centers.
4. General--modular scheduling is good preparation for college-bound students, students are enthusiastic about modular scheduling and wish to continue modular scheduling at Mitchell High School.

Other positive aspects of the modular scheduling system include:

1) Small group--opportunity to know small group teachers well.

2) Independent study--development of good study habits, opportunity for students to get help from a teacher or librarian in a resource center and opportunity to use independent study time for unassigned activities which interest the student.

3) General--Benefits of modular scheduling as preparation for further vocational or technical training, and as preparation for the world of work.

The problems connected with a modular scheduling system are perceived by parents as:

1. Large group--sometimes presentations are boring to students
2. Small group--none
3. Independent study--students waste time during unstructured time.
4. General--learning of students (or report card grades) are lower than parents' expectations; interest in student activities is low for ½ of the students; and there is a scarcity of resource materials in some areas.

CONCLUSIONS

1. The over-all conclusion would have to be that Mitchell parents are extremely interested in the school program (82% return of questionnaire), appreciate the benefits of the system, and want it continued.
2. The problem areas cited should be given further study by faculty and other interested professional personnel of the district. The particular questions raised by this study for further attention are:

   A. Q 5. "Large group instruction is usually boring to my son/daughter."

B. Q 16. " I feel that under a modular scheduling system my son/daughter is learning more, about the same, or less than expected." (Parents interpreted this question as report card grades.)

C. Q 11. "I think my son/daughter wastes too much time when he/she has independent study time."

D. Q 23. "In some classes, teachers do not use one textbook all semester. Students are expected to use different texts available in resource center. This approach has caused: no problems, occasional problems, many problems for my son/daughter." (Analyses of the data revealed the lowest means for sophomores.)

E. Q 19. "My son/daughter takes an active interest in student activities by attending or participating in these activities (clubs, assemblies, athletic events, dances, etc.)"

3. Of the 23 questions rated, parents ranked twenty-one or 91% as highly positive (above 2.49) or positive (above 2.00). Parents perceived that the educational objectives of the modular scheduling system were being met at Mitchell High School. Seventy-two percent of the parents wanted to see modular scheduling continued at Mitchell High School. For the 159 parents who added comments to their questionnaires, 38% of the replies were highly complimentary, 21 % were positive with a specific suggestion for improving the program even more, 8% pointed out positive and negative aspects, and 33% pointed out negative aspects of the program. It must be kept in mind that over half of the parental responses (52%) contained no notes--only the objective questions marked. The over-all interpretation based on this study, would be:

For every 10 students enrolled at Mitchell High School, 7 of

their parents would say, "This is the kind of program I want for my high school student"; one parent would say, "I don't know"; and two parents would say, "I'd rather have traditional high school scheduling."

APPENDIX A

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Thomas B. Doherty, Superintendent
Calvin M. Frazier, Deputy Superintendent

Dear Parents:

For the past two academic years, General William Mitchell High School has operated under a modular scheduling system. This curricular approach to high school class scheduling is a product of years of educational research on the learning process at the secondary school level. As you know, a modular scheduling system is a departure from the way you had subject-matter materials presented to you when you were in high school. Each of the three aspects of a modular scheduling system (Large Group Instruction, Small Group Instruction, and Independent Study Time) has a definite purpose in educational theory. Mitchell High School, along with many other high schools in the United States today, is presently implementing this theory into practice.

It has long been recognized that the best education occurs when students, teachers, and parents work together for what is best for the students' education. Separate questionnaires have been given to a sample of Mitchell students and to all Mitchell teachers. To complete the total assessment, a selected sample of Mitchell parents has been requested to complete the following questionnaire.

You, as a representative of the parent group, are a very important aspect of the Colorado Springs School District Eleven's total evaluation of modular scheduling at Mitchell High School. The Department of Research will analyze the parent responses to the questionnaire. Please feel free to discuss any part of this questionnaire with your Mitchell son/daughter. Since there is no way to determine which sample questionnaires are not returned, won't you please take a few minutes in the next few days to complete this survey and return it in the self-addressed, stamped envelope enclosed? Your cooperation will be appreciated greatly.

Roslyn M. Grady
Roslyn M. Grady
Director of Research

Thomas B. Doherty
Thomas B. Doherty
Superintendent

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Thomas B. Doherty, Superintendent
Calvin M. Frazier, Deputy Superintendent

Department of Research and Special Studies
Roslyn M. Grady, Director
Charles E. Hadley, Coordinator

PARENT QUESTIONNAIRE

General William Mitchell High School

Please check ONE response for each question. If you have more than one son/daughter at Mitchell, answer the questions only for the student whose name appears on your envelope.

A. My Mitchell student is: Male !_! Female !_!

B. My Mitchell student is in grade 10 !_! 11 !_! 12 !_!

C. My son/daughter's plans after completing high school are:
!_! to enter the world of work
!_! to enter vocational or technical training
!_! to enter college
!_! to enter the Armed Forces

D. My Mitchell student attended the following junior high:
!_! East !_! Emerson !_! Irving !_! South !_! Other

Section I: Modular scheduling contains certain portions of each subject devoted to large group instruction. Please react to each statement by checking the box, Agree, Uncertain or Disagree.	AGREE	UNCERTAIN	DISAGREE
1. Large group instruction enables a team of teachers to cooperate in the total education of my son/daughter.			
2. Large group instruction enables each teacher to present a particular area of instruction in which he is an expert.			
3. Large group instruction allows for a greater variety of instructional media (films, slides, etc.) to be presented.			
4. Large group instruction allows opportunities for community leaders to be invited to speak on a particular topic.			
5. Large group instruction is usually boring to my son/daughter.			

Section II: Small group instruction at Mitchell High School is also an important ingredient in modular scheduling. Please respond to each statement by Agree, Uncertain, or Disagree.	AGREE	UNCERTAIN	DISAGREE
6. In small groups, my son/daughter participates in discussions.			
7. In small groups, my son/daughter is able to receive more individual attention from the teacher than he/she would in a traditional class of 30 students.			
8. My son/daughter appears to know his small group teachers less well than he/she knew his teachers when he/she was under a traditional schedule.			
9. In general, my son/daughter dislikes his/her small group classes.			
10. My son/daughter appears to know the students in his/her small group classes quite well.			
Section III: Independent study time at Mitchell High School is provided for each student on the modular scheduling system. Please react to each statement by Agree, Uncertain, Disagree.			
11. I think that my son/daughter wastes too much time when he/she has independent study time.			
12. My son/daughter completes much of his/her assigned work in resource centers.			
13. My son/daughter is able to get help from a teacher or librarian in a resource center or in an open laboratory when he/she needs it.			
14. My son/daughter sometimes uses his/her independent study time for UNASSIGNED activities (those classes in which he/she is not enrolled such as a swim in the pool, a visit to the gym, or to an open laboratory such as art, shop, etc.)			
15. I think that the study habits my son/daughter develops under modular scheduling will help him/her in the future.			

Section IV: Please check the response that most closely corresponds with your opinion.

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16. I feel that under a modular scheduling system my son/daughter is learning:
    _____ A. more than I expected
    _____ B. about the same as expected
    _____ C. less than I expected

(Respond to only one of the following two questions).

17. A-B If you answered A or B to question 16, please answer the following: I feel that the reason my son/daughter is learning the same or more than I expected is due to (check as many as apply):
    _____ A. good teaching
    _____ B. son/daughter's own motivation
    _____ C. wide variety of courses available that interest my son/daughter
    _____ D. the modular scheduling system
    _____ E. other (please indicate)_____
    _____

17. C If you answered C to question 16, please answer the following: I feel that the reason my son/daughter is learning less than I expected is due to (check as many as apply):
    _____ A. poor teaching
    _____ B. son/daughter's lack of motivation
    _____ C. son/daughter's lack of interest in courses available
    _____ D. modular scheduling system
    _____ E. Other (please indicate)_____
    _____

18. My son/daughter:
    _____ A. is very enthusiastic about modular scheduling
    _____ B. is slightly enthusiastic towards modular scheduling
    _____ C. does not care whether he has traditional or modular scheduling
    _____ D. dislikes modular scheduling

19. My son/daughter:
    _____ A. takes an active interest in student activities by attending or participating in these activities (clubs, assemblies, athletic events, dances, etc.)
    _____ B. takes some interest in student activities
    _____ C. takes little or no interest in student activities

20. I feel that modular scheduling is effective in preparing the student for the world of work after graduation.
    _____ A. Yes
    _____ B. No
    _____ C. No opinion

21. I feel that modular scheduling is effective in preparing the student for further vocational or technical training after high school.
    _____ A. Yes
    _____ B. No
    _____ C. No opinion

22. I feel that modular scheduling is effective in preparing the student for college.

_____ A. Yes
_____ B. No
_____ C. No opinion

23. In some classes, teachers do not use one textbook all semester. Students are expected to use different texts available in resource centers. This approach has caused:

_____ A. no problems for my son/daughter
_____ B. occasional problems for my son/daughter
_____ C. many problems for my son/daughter

24. I would like to see modular scheduling at Mitchell High School:

_____ A. continued
_____ B. discontinued

25. I have learned about modular scheduling from: (check any or all that apply)

_____ A. my Mitchell son/daughter
_____ B. PTA and/or school meetings
_____ C. summer orientation for parents
_____ D. friends and neighbors
_____ E. newspapers, TV, radio, etc.
_____ F. school personnel such as teachers, counselors, etc.
_____ G. other (please indicate)_____

_____

Please feel free to add any comments._____

_____

_____

_____

FOLLOW-UP POST CARD

Dear Parent:

A week ago you were mailed a questionnaire for parents of students who attend Mitchell High School. If you have already returned the questionnaire, I wish to thank you very much for your cooperation in this study. If you have not returned your questionnaire, will you please take a few minutes to complete the survey and return it in the self-addressed envelope enclosed with the questionnaire.

Sincerely,

Roslyn M. Grady
Director of Research and
Special Studies
Colorado Springs School District 11